

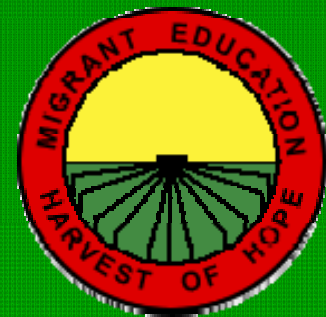
TN Migrant Education Grant Application Training

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Grant Application Process

- Send applications out first week in April
- Districts have received preliminary allocations
- Preliminary- these will probably change
- Due back May 9th, 2008
- Part A and Part B





Part A- Local Needs

- Determine through local needs assessment the needs of the students
- 7 areas of concern
- Gather data from the areas to look at student risk factors, gaps, and areas of concern
- Use this data to design your program
- Student Needs Checklist



Part A- Local Needs

- Needs assessment must be reflected in program application
- Must be sent in with program application
- Encouraged to start with academics and then look at other available data
- Needs K-12



Part B: Application

- **Section 1: Contact Information and Certification**
- **Section 2: Overview**
- **Section 3: Assurances**
- **Section 4: Sub-granting Formula Numbers**
- **Section 5: Program Narrative**
- **Section 6: Summary of Project Staff**
- **Section 7: Use of Funds for the Migrant Education Supplemental Services**
- **Section 8: Review and Initial Approval**



Overview

- Explains program purpose
- Dept of Education/ Tennessee Opportunity Programs
- Collaboration
- DOE responsible for funding figures
- TOPS responsible for program management



Sub-granting Formula

- **Tennessee Sub-Granting Formula**
- 1.00 # of eligible ages 0-21
- 3.50 Priority 1 students
- 2.50 Priority 2 students
- .50 Unavailability of other federal and state resources
- 1.00 # of students served in Summer
- 1.00 # of students served during the regular year
- **10.00 Total Weighted Points**



Priority One

- (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and*
 - (2) whose education has been interrupted during the regular schools year.
- below (↓↓) the Proficient level on reading/language arts or math on TCAP, ELDA.
- Additional ways if student
- has a grade age discrepancy
 - has less than a 2.0 GPA
 - has insufficient credits for promotion to the next grade
 - Is enrolled in the ELL program.



Priority Two

- Eligible migrant children between the ages of 3-21 who have moved **less recently** (within 2-3 years) who
- scored below (↓↓) the Proficient TCAP, ELDA
- a grade age discrepancy
- less than a 2.0 GPA
- insufficient credits for promotion
- is enrolled in the ELL program

Unavailability of Resources

of students

Section 1306(b) (2) requires the State Educational Agencies and other local operating agencies to provide services to migrant students from Federal programs before they use MEP funds to provide services. You need to indicate the number of migrant students being serviced under moderate, few or very few Federal, State, and local resources (i.e. number of students + level a, b, or c).

Unavailability of Resources

- Level of Resources

This can be calculated by determining if the local school district where migrant students reside has a per pupil expenditure (PPE) below the State's average PPE. If the district is equal to the State PPE, the district would have few resources, if the district is over then they have moderate resources, and if the district is less than the State's PPE then the district would be considered as having very few Federal, state and local resources.



Summer/Regular

- Count of Students Served in Regular Year Program
- Count of Students Served in Summer Program



Assurances

- compliance with Title I, Part C will use fiscal control and fund accounting procedures that will ensure proper disbursement
- supplement and not supplant Federal, State, and local funds would otherwise receive for purposes of providing services to migrant children and youth.
- participate in evaluation studies
- involvement of parents
- students whose education has been interrupted
- participate in annual review
- Transfer of student records
- repayment of MEP funds



Formula Numbers

- District Sub-Granting Formula Numbers
- Please fill in the blanks
- _____ Number of eligible grades K-12
- _____ Number of Priority 1 students
- _____ Number of Priority 2 students
- _____ Unavailability of other federal and state Resources
- _____ Number of students served reg. year
- _____ Number of students served in summer of 2007



Program Narrative A

Briefly describe the Migrant Education Program local annual needs assessment process. In the description, include reference to the method(s) used to determine and prioritize the unique needs of migratory children. [NCLB Act of 2001, Section 1306]



Program Narrative B

- A. Describe how the LEA will coordinate with other programs funded under NCLB (i.e.; Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2) to provide services to eligible migratory children. Explain how these services will address the identified needs of these children. Also identify other Federal/State/local collaborative partners and briefly describe the type and benefit of the collaborative activities that will be offered to migrant students in addition to services that are currently being offered to students within your district.



Program Narrative C

- Describe a *Priority for Services Action Plan* that identifies which migratory children must receive services prior to migrant funds being used for other migrant children. The plan should detail how the sub-grantee will use Migrant Education Program funds and other resources to address the unique needs of children who meet the definition of *Priority for Services*, and document the services that these children receive. This plan should also include a component to evaluate the impact of services provided on student achievement. For additional guidance, please refer to the [Priority for Services Technical Assistance Paper \(PDF\)](#). [NCLB Act of 2001, Section 1304 (d)]



Program Narrative D

- Describe the major activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments. Please describe how these activities will contribute to closing the achievement gap.



Program Narrative E

- Describe your project's summer/after school program's 1) location, 2) instructional hours, 3) prospective dates of the program, 4) grades to be served, 5) and 6) any other pertinent information describing aspects of the program that will impact student achievement. Describe how student learner objectives will be assessed and reported at the end of the summer programs.



Program Narrative F

- Describe how your project will provide activities that will reflect strong academic content and pedagogical components and are of sufficient intensity and duration to have a positive and lasting impact on the student's performance in the classroom during the regular year.



Program Narrative G

- Identify the overall goals/expected outcomes and objectives/strategies for the 2007-08 program year. At a minimum, goals should address decreasing the achievement gap of migrant student proficiency in both reading and mathematics as compared to non-migrant students and the use of highly qualified staff. Description must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.



Program Narrative H

- Describe how the project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant secondary children due to their mobility and migratory lifestyle. Emphasis should be given to hiring or utilizing an existing secondary advocate who will address factors related to educational discontinuity, credit accrual and school engagement. Examples of programming might include the following: transition support (elementary to middle school and 9th grade to high school), mentoring, TCAP preparation, strategic, content-based tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS).



Program Narrative I

- Identify and describe other migrant-funded services, instructional or support, that will be implemented and utilized to serve migrant children not enrolled in the summer program (i.e., distribution of materials and books, health fairs, accident insurance claims, study packets, etc.).



Program Narrative J

- Describe how the project will implement an effective parental involvement component according to Section 1118 that includes the establishment of and consultation with a local Migrant Parent Advisory Council. Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents. Describe how the project will ensure that migrant parents understand the implications of NCLB Public School Choice with Transportation and/or Supplemental Educational Services (SES). [NCLB Act of 2001, Section 1304 (c)(3)(A)(B)]



Program Narrative K

A. Describe the project's annual program evaluation process. [NCLB Act of 2001, Section 1304 (c)(5)]



Program Narrative L

- Describe your overall management plan to enable the timely transfer of student educational and health data to a requesting school from any state, Mexico, and the Commonwealth of Puerto Rico.



Program Narrative M

- Describe your plan to ensure the commitment and implementation of appropriate hiring and assigning of staff that are representative of the cultural and linguistic diversity of the migratory children in the designated project area by percentage of students served.

Program Narrative N

- Describe your plan to provide administrative support for the process of recruitment and identification of migratory children to include staff referrals to recruiters. Describe the staff that will be assigned to identify migrant children in your area and or provide referrals of potentially qualifying students.

Program Narrative O/P

- Describe your plan to provide professional development to Migrant Education program staff.
- Explain how your program plans to cooperate with the Tennessee Department of Education's request for re-interviewing families of a child who is previously determined as an eligible migratory child in your area.

Program Narrative Q

- At least one of your program staff should attend the annual Tennessee Migrant Conference. Describe which staff members will attend the conference.

Project Staff

- Indicate Specific Title By Category
- *FTE Length of Time to be Employed
(Beginning Date of Salary Paid From This Project)
- Percentage of Time Devoted to Migrant Program
- Positions Being Paid by Other Programs
- Contributing to this Activity
- Schools Served

Budget- Assurances-Review

- Budget Form
- Budget Line Explanation
- Review and Approval